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ABSTRACT

Project TEACH (Teacher Education: A Career Headstart) was created at LaGuardia Community College (LCC), New York, to recruit community college students for a career in teaching and provide them with educational, personal, and career support and counseling as they complete a pre-education curriculum. During its 3 years in operation, Project TEACH encountered major bureaucratic hurdles. While LCC approved the pre-education curriculum, the central administration of the City University of New York did not. Though there were good working relationships among LCC's Project TEACH, the Board of Education, and Queens College, articulation agreements between the two colleges were not significantly improved and planned paid internships were never realized. The project's learner-centered goals were accomplished, however. Students successfully progressed through LCC's teacher education curricula, with 46% earning a grade point average of 3.0 or higher. All students received individual and group counseling and met in learning groups with an education major from Queens College or the project counselor. Of the 212 community college students who were recruited for Project TEACH and pursued the program, 45 students transferred to four-year teacher education programs. Project TEACH demonstrated that many talented community college students are interested in becoming teachers and could benefit from the development of a pre-education curriculum, if the relationships between two- and four-year institutions were improved and four-year teacher education programs were more flexible. An executive summary is included. (ECC)

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Project TEACH
(Teacher Education: A Career Headstart)

Jane Schulman
Director
LaGuardia Community College

September 30, 1990

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Project TEACH
(Teacher Education: A Career Headstart)

Grantee Organization:

LaGuardia Community College
Division of Adult and Continuing Education
31-10 Thomson Avenue
Long Island City, New York 11101

Grant Number:

GOO8730521-88

Project Dates:

Starting Date:	October 1, 1987
Ending Date:	September 30, 1990
Number of Months:	36

Project Director:

Jane Schulman
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Program Officer: Brian Lekander

Grant Award:

Year 1	$ 71,560
Year 2	$ 86,561
Year 3	$ 90,155
Total	$248,276

Project TEACH (Teacher Education: A Career Headstart)
LaGuardia Community College
31-10 Thomson Avenue
Long Island City, New York 11101
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Executive Summary

A. Project Overview

Project TEACH (Teacher Education: A Career Headstart) developed and implemented a pre-education curriculum at the community college level, provided community college students with the supports they needed to enter and complete this program, and developed the support services necessary so that these students, with Associate degrees in pre-education, could make successful transitions to a four-year teacher education program.

During the three years of Project TEACH over 200 students participated in Project TEACH. Students in Project TEACH pursued a pre-education curriculum. In addition Project TEACH provided advisement, tutoring, career, transfer and employment counseling services. A liaison relationship was developed with Queens College's Department of Education and LaGuardia. Queens College faculty and staff presented information about the teacher education program at Queens and advised students who were interested in transfer. Queens College students served as mentors and group leaders for learning groups conducted at LaGuardia and as guides to LaGuardia students on trips to Queens College to become familiar with the program.

B. Purpose

The project addressed the need to increase the number of talented individuals who enter the teaching profession to combat the critical national teacher shortage. A new recruitment strategy was required in order to attract people of high intellectual ability to the teaching profession; new sources of talent from which to recruit had to be identified. Such an untapped pool existed in the community colleges. In response to this need, LaGuardia Community College developed a teacher pre-education program that would identify these unserved talented students and help them become teachers.

After three years of Project TEACH, the problem remains, a shortage of talented teachers. The solution, a community college teacher pre-education program, remains a good idea in principle, however, in practice the program experienced major bureaucratic hurdles. The community college, in this case LaGuardia, approved a pre-education major, however, approval from the the central administration, City University of New York, was not achieved. While there were good working relationships among LaGuardia's Project TEACH, the Board of Education's Department of Personnel and Queens' College Department of Education, these relationships were not able to permeate the larger bureaucratic systems of all the identified institutions. Consequently, paid internships were not achieved and

articulation agreements that provided the optimal transfer credit for community college students were not significantly improved. These institutional project goals were not realized because the larger communities did not change, within the time perimeters of Project TEACH.

The learner centered goals were realized. The actual program for community college students; pre-education curriculum, academic support services, liaison relationship with a four-year teacher education program and career development activities were worthwhile. Students came to understand what it meant to be a teacher, early in their education. They also developed skills necessary for success at the community college and to transfer to a four year teacher education program. While we were unable to facilitate the transfer and employment process through systematic institutional change, students did learned how to negotiate these systems through Project TEACH.

C. Background and Origin

LaGuardia Community College provided a perfect setting to develop a model pre-education major. LaGuardia, an urban community college, had over 7,000 credit students of whom 81% were members of minority groups, 65% women, 45% come from families with gross annual incomes under $10,000 and 87% received some form of financial aid. LaGuardia is a cooperative education college, therefore all full time day students are required to complete three internships related to their field of study.

The project enjoyed support from the entire community college organization. Outside support (Board of Education and Queens College) from the outset was enthusiastic. That support did not change throughout the project, however it became apparent that support was necessary at higher levels from the Board of Education, Queens College and other four year teacher education programs. Higher level outside support was not forthcoming during the three years of the project.

Articulation with teacher education programs continued to be an unresolved problem. This problem was not unexpected and Project TEACH played a major role in moving the process along, however, at the conclusion of the project the articulation process remains less than satisfactory. The project ended with this barrier: the community college determined that an appropriate pre-education major at a community college level should include pedagogy and experiential courses; the four year teacher education programs see pedagogy and experiential courses as their purview and will not grant transfer credit for those courses; the student is caught in the middle. In order to resolve this impasse; faculty from both institutions need to collaborate and develop a joint program. This process was not in the scope of Project TEACH, however, with Project TEACH serving as an impetus, a joint registered program, between LaGuardia and Queens Colleges, is presently being considered.

D. Project Description

The overall goal of the project, was to create a new point of entry into the teaching profession by developing and implementing a pre-education curriculum at

the community college level and providing community college students with supports they needed to enter and complete the program. Project TEACH was designed to identify, recruit, and train community college students for careers in teaching. In order to accomplish this goal, Project TEACH recruited students interested in becoming teachers from a variety of settings, nurtured their commitment to the teaching profession, provided the required supports of tutoring and advisement so that they could succeed academically in a pre-education program at the community college level, provided career guidance and individual and group counseling to support their transfer to a baccalaureate teacher education program, and worked in conjunction with an academic department to design a pre-education major.

E. Project Results

The intended outcome of Project TEACH was to develop a teacher training program which recruits candidates into teaching as a career, supports them throughout their community college and senior college education, and, upon completion, provides employment with the Board of Education of the City of New York. Project TEACH was successful in accomplishing the learner-centered outcomes from recruitment, information giving to transfer into the senior college. Project TEACH was less successful in affecting institutional changes that would facilitate the teacher education process from the community college to employment.

Through Project TEACH sponsored receptions, information sessions and orientation sessions over 700 individuals learned about Project TEACH, and the benefits of entering the teaching profession. Two hundred and twelve (212) students participated in Project TEACH over the three years, 59% over the projected 125 participants. This high participant level confirmed our belief that there were many community college students who were interested in teaching as a career. Prior to Project TEACH these students were not identified, and there were no programmatic efforts to provide them with specialized courses or academic support services. Project TEACH became a focal point for these students, and the support received from the project and from meeting students with similar goals became an important outcome of Project TEACH.

F. Summary and Conclusions

Project TEACH developed a new point of entry into the teaching profession, by identifying a new, and until now, overlooked population to become teachers. A pre-education curriculum at the community college level was developed and implemented , with the supports that students needed to enter and complete this program and transfer to a teacher education program. Through Project TEACH, 212 community college students were recruited and actively pursued education towards a career in teaching. The students who participated in the project were successful academically, serious and committed students. While only 45 students transferred to four year teacher education programs, the transfer process was facilitated for those students. Project TEACH helped bring into focus the problems that affect transfer from a pre-education curriculum at the community college to the four year teacher education program; the mismatch of the characteristics and needs of community college students

and the requirements of teacher education programs, as well as the inequities of transfer credit.

While Project TEACH was not successful in achieving institutional goals (i.e., community college pre-education major, paid internships, and equitable articulation agreements), learner centered goals were achieved. An environment created through Project TEACH that was conducive to students career aspirations. Prior to Project TEACH, many community college students did not identify themselves as future teachers and community colleges did not focus on the education of future teachers. Project TEACH participated in changing student and institutional perceptions; both, students and the institution, were consciously and deliberately committed to the development of future teachers. LaGuardia's Project TEACH provided an excellent opportunity for students who want to become teachers, and want to start their education at the community college level.

The following conclusions can be drawn from the experience of Project TEACH.

- There are many talented students at the community college who are interested in becoming teachers. These students could benefit from the development of a pre-education curriculum and the creation of an atmosphere that supports their career aspirations.

- Academic and career development support systems are necessary to assist pre-education community college students in their pursuits. Early and accurate advisement intervention can facilitate the transfer process for community college students.

- Liaison relationships among pre-education programs at the community college and four year teacher education programs assist in facilitating the transfer process and the transitions from the community college program to the four year program.

- Liaison relationships among pre-education programs at the community college and four year teacher education programs need to be expanded so that pre-education curricula can be implemented and equitably articulated, and joint registered programs developed.

- Four year teacher education programs need to become more flexible and diverse in their training programs in order to adapt to the needs of community college students. Failure of teacher education programs to adapt will result in the exclusion of many talented community college students from teacher education programs, and becoming teachers.

Final Report

Project TEACH (Teacher Education: A Career Headstart)

Summary

Project TEACH attempted to create a new point of entry into the teaching profession by developing and implementing a pre-education curriculum at the community college level and providing community college students with supports they needed to enter and complete the program. Project TEACH recruited students interested in becoming teachers, nurtured their commitment to the teaching profession, and provided the required supports of tutoring, advisement, career, educational, personal and transfer counseling. A liaison relationship between LaGuardia Community College and Queens College was developed to facilitate the transfer process. Although formal articulation agreements between the two institutions was not considerably improved as a result of Project TEACH, students did transfer and were able to maximize their transfer credits and ease their transition into the four year college environment. While Project TEACH was not successful in achieving institutional goals (i.e., community college pre-education major, paid internships, and equitable articulation agreements), learner centered goals were achieved. The students who participated in the project were successful academically, serious and committed students and represented a cadre of people we need as future teachers.

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A. Project Overview

Project TEACH (Teacher Education: A Career Headstart) developed and implemented a pre-education curriculum at the community college level and provided community college students with the supports they needed to enter and

complete this program. Project TEACH attempted to create a new point of entry into the teaching profession by identifying a new, and until now, overlooked population to become teachers. LaGuardia Community College recruited community college students who were interested in the teaching profession, developed a pre-education curriculum, provided the academic and counseling services necessary for students to be successful in completing the major, and developed the support services necessary so that these students, with Associate degrees in pre-education, could make successful transitions to a four-year teacher education program.

During the three years of Project TEACH over 200 students participated in Project TEACH and an additional 700 interested students participated in at least one activity offered during Project TEACH (i.e., orientations, career information sessions.) While LaGuardia was unable to launch an approved pre-education major, as an alternative, a pre-education curriculum was developed as a concentration within the existing liberal arts major. Students in Project TEACH did pursue that curriculum and received advisement, tutoring, career, transfer and employment counseling services. A liaison relationship was developed with Queens College's Department of Education and LaGuardia students interacted with Queens College faculty, staff and students throughout the three years of the project. Queens College faculty and staff presented information about the teacher education program at Queens and advised students who were interested in transfer. Queens College students served as mentors and group leaders for learning groups conducted at LaGuardia and as guides to LaGuardia students during events hosted at Queens College.

Students successfully progressed through LaGuardia's teacher education related curricula, Liberal Arts: Pre-Education Career Pattern, Human Services: Child Development, and Bilingual Education. Of the 212 students who joined Project TEACH, 50% were Liberal Arts majors, 28% were Human Services majors, 17% were Bilingual Education majors, and 5% were in other majors. These students performed well academically; 6% of the students had a 4.0 grade point average (GPA), 40% a GPA between 3.0 and 3.9, and 43% of the students had a GPA between 2.0 and 2.9. Sixty-eight percent (68%) of the students had GPA's of 2.5 (the grade point average needed to transfer to schools of education) and above, 17% of the students GPA's were between 2.0 and 2.49 and only 12% were below 2.0. Academic support programs were provided to Project TEACH participants whose

grade point averages were below 2.5 and others who wanted to participate in these services to improve their academic performance. All students in Project TEACH received individual and group counseling services, which included career and education goal identification, course, change of major, internship and graduation advisement, financial aid and transfer information, career, academic and personal counseling, and employment guidance.

Project TEACH students met in learning groups with a group leader, an education major from Queens College or the Project Counselor. These groups met each quarter. The content included academic skill development and professional issues, such as; the administration and interpretation of study skills diagnostic inventory, values and societal expectations, acceptance, techniques of teaching, self-awareness, importance of group work, making the transition from a 2 year to a 4 year college, the NTE examination and study skills. The Queens College students provided an important role-model experience for the LaGuardia students. An important outcome of these support groups was the establishment of a reference group for students who identified their career goal as teaching. Prior to this project students, at the community college, who wanted to be teachers had to negotiate the system alone, and that was often a long, difficult and lonely process.

Advisement services, from the beginning of the project included transfer counseling and course selection based on best transferability. In addition, a close relationship between LaGuardia and Queens Colleges continued to exist during the project. Queens' School of Education Faculty met with students at LaGuardia and at Queens College and the group leaders were successful students in the School of Education from Queens. Through Project TEACH community college students were exposed to the programs and atmosphere of a senior college teacher education program.

LaGuardia and Queens Colleges established an on-going relationship, that was formed in specific response to Project TEACH. An articulation agreement was arranged during the first year of funding and in the second and third years students transferred to Queens College, as well as to other four year institutions. A relationship between LaGuardia's Project TEACH and Queens' Teacher Opportunity Corp (TOC) was established. The Director of the Teacher Opportunity Corp was the transfer liaison and facilitated the transfer process for Project TEACH students. The

formal evaluation of credits was the responsibility of Queens College Admission Office, however, LaGuardia students maximized their transfer credits by following the Pre-Education Career Pattern Program, and choosing electives carefully.

B. Purpose

The project addressed the need to increase the number of talented individuals who enter the teaching profession to combat the critical national teacher shortage. This shortage was so severe in the New York City's Public Schools that the New York City Board of Education resorted to emergency measures to fill vacancies by recruiting teachers from Spain and Puerto Rico and inviting retirees to return to teaching. Underrepresentation by minorities in the teaching profession was and remains particularly acute. Competent and qualified minority candidates for teaching careers needed to be attracted to careers in teaching.

There were many collaborative efforts among school districts, universities and professional organizations to increase the potential pool of qualified teachers. These efforts, however, focused either on high school students or on students and graduates of four-year institutions. While these efforts met with some success, the shortage remained critical. A new recruitment strategy was required in order to attract people of high intellectual ability to the teaching profession; new sources of talent from which to recruit had to be identified. Such a pool existed in higher education institutions at the community college level, however this talent group (community college students) had remained untapped. Students attending our community colleges are an overlooked population for teaching careers. Within this group, there are talented learners and potentially fine teachers. However, there was no programmatic effort to identify these individuals nor to help them enter the teaching profession. Additionally, as most minorities who start a college education begin at the community college level, unless there was a more concentrated effort to recruit the community college populations, many talented minorities would be excluded from the teaching profession.

The community colleges provide a natural, yet, neglected setting for teacher education advocacy, particularly if the desire is to increase ethnic minority entrance into teaching. Therefore, LaGuardia Community College proposed to develop a

community college teacher education program that would identify these unserved talented students and help them become teachers.

After three years of Project TEACH, the problem remains, a shortage of talented teachers. The solution, a community college teacher pre-education program, remains a good idea in principle, however, in practice the program experienced major bureaucratic hurdles. The community college, in this case LaGuardia, approved a pre-education major, however, approval from the central administration, City University of New York, was not achieved. Without a pre-education major, student identification continued to be cumbersome. While there were good working relationships among LaGuardia's Project TEACH, the Board of Education's Department of Personnel and Queens Colleges' Department of Education, these relationships were not able to permeate the larger bureaucratic systems of all the identified institutions. Consequently, we were unable to achieve paid internships and articulation agreements that provided the optimal transfer credit for community college students. These institutional project goals were not realized because the larger communities did not change, within the time perimeters of this project.

The learner centered goals were realized. The actual program for community college students; pre-education curriculum, academic support services, liaison relationship with a four-year teacher education program and career development activities were worthwhile. Students came to understand what it meant to be a teacher, early in their education. They also developed skills necessary for success at the community college and to transfer to a four year teacher education program. While we were unable to facilitate the transfer and employment process through systematic institutional change, students did learned how to negotiate these systems through Project TEACH. Additionally, Project TEACH, in many ways, became the impetus for these large bureaucratic institutions; community college, four year college, board of education, to continue their thinking about ways to expand linkages among institutions. At the present time, for example, LaGuardia and Queens Colleges are developing a joint registered program in education.

The replication implications of Project TEACH are both simple and complex. The learning-centered interventions of Project TEACH are easily replicated, and would be beneficial for students at other community colleges who are interested in

becoming teachers. The institutional interventions or recommendations of Project TEACH would require more time, earlier and systematic commitments from upper levels of all institutions.

C. Background and Origin

LaGuardia Community College provided a perfect setting to develop a model pre-education major. LaGuardia had over 7,000 credit students of whom 81% members of minority groups, 65% women, 45% come from families with gross annual incomes under $10,000 and 87% received some form of financial aid. LaGuardia is a cooperative education college, therefore all full time day students are required to complete three internships related to their field of study. LaGuardia's programs are designed to address directly the needs of minority and disadvantaged students. LaGuardia has a successful history of providing not only access to higher education for minorities but also assisting minority students to realize their intellectual potential. For example, we had been awarded a Ford Foundation grant to increase the transfer of minority students to four year institutions. As part of this program, LaGuardia established an articulation program with Vassar College. High achieving LaGuardia students participated in the Vassar project and successfully transferred to Vassar College. LaGuardia had an established senior college articulation project and this was expanded to secure articulation agreements with the Queens College and other four year colleges for the proposed pre-education major. These projects became the foundation for the establishment of Project TEACH, a transfer program that targeted a specific major in a needed field.

In 1986, New York State provided funding to City University of New York to establish the Adult Career Counseling and Resource Center (ACCRC) at LaGuardia Community College. The primary objective of this center was to provide access to career information, counseling and referral sources for adult learners. Because of its success in helping adults make career choices and implement educational directions that lead to various careers paths, LaGuardia's Adult Career Counseling and Resource Center became the locus for the Project TEACH activities and staff. The ACCRC had the flexibility to interact with other institutions and modify the program as the project continued.

The project enjoyed support from the community college organization. The President and all interested administrators, faculty and staff at LaGuardia demonstrated the kind of support necessary for the project to be implemented at the community college level. Outside support (Board of Education and Queens College) from the outset was enthusiastic. That support didn't change throughout the project, however it became apparent that support was necessary at higher levels from the Board of Education, Queens College and other four year teacher education programs. Higher level outside support was not forthcoming during the three years of the project. Formal arrangements, through the Board of Education in terms of paid internships (field experience) for community college students was not possible, because they would compete for positions with student teachers and there was no mechanism for creating experiences at the community college level. Additionally, since student teaching was not a "paid" experience, the Board of Education could not justify paying for other experiences. Alternative programs and grant funding were explored to offer students stipends for their experiences.

Articulation with teacher education programs continued to be an unresolved problem. This problem was not unexpected and Project TEACH played a major role in moving the process along, however, at the conclusion of the project the articulation process remains less than satisfactory. Since most articulation agreements are on a course by course basis there was little room for flexibility of programs or choice for students. In addition, the community college student could not receive credit for experiential education, particularly in a pre-education curriculum. Although LaGuardia developed a pre-education major that was predominantly liberal arts, four year institutions continued to question the validity of any experiential and/or pedagogical courses in the two year program, consequently these types of courses were not recognized as transferable. The project ended with this barrier: the community college determined that an appropriate pre-education major at a community college level should include pedagogy and experiential courses; the four year teacher education programs see pedagogy and experiential courses as their purview and will not grant transfer credit for those courses; the student is caught in the middle. In order to resolve this impasse; faculty from both institutions need to collaborate and develop a joint program. This process was not in the scope of Project TEACH, however, with Project TEACH serving as an impetus, a joint registered program, between LaGuardia and Queens Colleges is presently under consideration.

D. Project Descriptions

The overall goal of the project, was to create a new point of entry into the the teaching profession by developing and implementing a pre-education curriculum at the community college level and providing community college students with supports they need to enter and complete the program. Project TEACH was designed to identify, recruit, and train community college students for careers in teaching. In order to accomplish this goal, Project TEACH recruited students interested in becoming teachers from a variety of settings, nurtured their commitment to the teaching profession, provided the required supports of tutoring and advisement so that they could succeed academically in a pre-education program at the community college level, provided career guidance and individual and group counseling to support their transfer to a baccalaureate teacher education program, and worked in conjunction with an academic department to design a pre-education major.

There were three program objectives:

- To provide students with the opportunity to learn about the teaching profession, and to become committed to pursuing a community college program in teacher education.

- To provide students with the opportunity to pursue an Associate's Degree in pre-education, and with the supports necessary to complete this degree.

- To provide students with the opportunity to pursue a Bachelor's Degree in education, with the support services necessary to make a successful transition from community college to senior college experiences.

Objective 1 To provide students with the opportunity to learn about the teaching profession, and to become committed to pursuing a community college program in teacher education.

The activities designed to achieve this objective were recruitment and career counseling. There were a variety of recruitment strategies used to inform people

about teacher education opportunities. The most extensive recruitment effort was aimed at identifying LaGuardia credit students who were interested in teaching as a career. Two recruitment strategies were employed throughout the project. The first strategy identified students early in the process, in order to insure that their advisement was accurate and appropriate. Entering liberal arts students were notified about Project TEACH by mail. Those who were interested contacted the Project TEACH staff before registration, joined Project TEACH and were advised by the Project TEACH staff. The second strategy identified students already enrolled in classes. Project Staff described Project TEACH in all Introduction to Social Science and Freshman Seminar classes. All new students are required to take Freshman Seminar and most students are required to take Introduction to Social Science, therefore a broad spectrum of credit students were informed about Project TEACH. Students interested in Project TEACH entered Project TEACH throughout the year, on a rolling admission basis. These recruitment strategies insured that future teachers received early intervention and accurate information.

Another recruitment activity was designed to attract non-credit continuing education students and community members. Education career information sessions were offered by the ACCRC, announced in the Adult and Continuing Education Brochure, and flyers were distributed to all continuing education classes. At least one session per quarter was offered. These sessions focused on the following; the positive aspects of teaching as a career, career options in teaching, and facilitating entrance into the LaGuardia's pre-education program. Speakers at these sessions were representatives from the Board of Education, supervisors, teachers, and faculty from LaGuardia and Queens Colleges.

Another recruitment source was the career counseling seminars offered by the Adult Career Counseling and Resource Center. Adults who attended career counseling workshops and interested in teaching as a career were referred to Project TEACH staff. All Project TEACH recruitment and career counseling activities resulted in individuals learning about teaching as a career and entering Project TEACH.

Objective 2. To provide students with the opportunity to pursue an Associate's Degree in pre-education, and with the supports necessary to complete this degree.

Although the original objective was to develop a pre-educaton major, this was not possible, instead, a pre-education career pattern program as a part of the liberal arts curriculum was developed and implemented. Students successfully progressed through LaGuardia's teacher education related curricula; Liberal Arts: Pre-Education Career Pattern, Human Services: Child Development, and Bilingual Education.

All students in Project TEACH received individual and group counseling services. The Project Coordinator or the Project Counselor met on a regular basis with each Project TEACH student. In all intake or initial course advisement sessions students were asked to identify or consider the senior college they wanted to attend and the area of education they plan to pursue. Students attended sessions on career and education goal identification, course, change of major, internship and graduation advisement, financial aid and transfer information, career, academic and personal counseling, and employment guidance.

Each quarter the counselor reviewed all students' transcripts to assess academic progress, academic and internship status, and number of credits completed. All students attended a quarterly advisement meeting. Students who were on probation, or suspended or had a GPA below 2.5, developed academic advisement plans, and participated in all academic support programs, tutoring, learning groups and counseling. Students who were near graduation received assistance in transfer planning.

Advisement services were provided to all Project TEACH students. LaGuardia is on a quarter calendar and this necessitated a variety of advisement interventions. Throughout the project advisement services had three objectives for each student; to develop a two year plan of study at LaGuardia and review progress, to identify the courses most transferable, and to review quarterly course selection, including internship placement. Advisement meetings included discussions on selecting courses that would transfer to senior colleges, selecting and changing majors, selecting a senior college, and transfer information.

Each quarter Project TEACH students met in study support groups with a group leader an education major from Queens College or the Project Counselor. The content of these learning groups included academic skill development and professional issues.

Objective 3: To provide students with the opportunity to pursue a Bachelor's Degree in education, and the support services necessary to make a successful transition from the community college to the senior college environment.

Advisement services, from the beginning of the project included transfer counseling and course selection based on best transferability. In addition, a close relationship between LaGuardia and Queens Colleges developed. LaGuardia's Project TEACH students visited Queens College several times, and Queens' School of Education faculty met with students at LaGuardia and at Queens College. Throughout the span of Project TEACH community college students were exposed to the programs and the atmosphere of a senior college teacher education program.

LaGuardia and Queens Colleges' on-going relationship, was formed in response to Project TEACH, and as an outgrowth of that relationship an articulation agreement was arranged during the first year of funding and students transferred to Queens College, as well as to other four year institutions. A relationship between LaGuardia's Project TEACH and Queen's Teacher Opportunity Corp was established and the Director of the Teacher Opportunity Corp became the transfer liaison and facilitated the transfer process for Project TEACH students. LaGuardia students interested in transferring to Queens, applied to Queens College through formal channels. The student was also referred to the Director of TOC, who reviewed LaGuardia courses and helped the student develop a program at Queens. The formal evaluation of credits remained the responsibility of Queens College Admission Office, however, LaGuardia students were able to maximize their transfer credits through advisement and transfer services provided through Project TEACH's counselor and the Queens College liaison.

E. Project Results

The intended outcome of Project TEACH was to develop a teacher training program which recruited candidates into teaching as a career, supported them throughout their community college and senior college education, and, upon completion, provide employment with the Board of Education of the City of New York. Project TEACH was successful in accomplishing the learner-centered outcomes from recruitment/information giving to transfer into the senior college. Project TEACH was less successful in affecting institutional changes that would facilitate the teacher education process from the community college to employment.

Participant, learner-centered outcomes are important in communicating the results and successes of Project TEACH. Through Project TEACH sponsored receptions, information sessions and orientation sessions over 700 individuals learned about Project TEACH, and the benefits of entering the teaching profession. Two hundred and twelve (212) students participated in Project TEACH over the three years, 59% over the projected 125 participants. This high participant level confirmed our belief that there were many community college students who were interested in teaching as a career. Prior to Project TEACH these students were not identified, and there were no programmatic efforts to provide them with specialized courses or academic support services. Project TEACH became a focal point for these students, and the support received from the project and from meeting students with similar goals became an important outcome of Project TEACH.

Students who participated in Project TEACH were quite exceptional and diverse. The following is a description of Project TEACH student demographics:

Ethnicity	46% Hispanic	26% Black	24% White	4% Other
Sex	79% Female	21% Male		
Age	52% 20 - 30	27% 30 - 40	15% 40 - 50	6% over 50

Sixty-one percent (61%) of the students were receiving financial aid and 35% were single parents.

Academic Statistics

Of the 212 students who participated in Project TEACH; 50% were liberal arts majors, 28% human services majors, 17% bilingual education majors and 6% majored in others areas. The academic performance of these students was good; 6% of the students achieved a 4.0 GPA, 40% had a GPA between 3.0 and 3.9, and 43% of the students had a GPA between 2.0 and 2.9. Sixty-eight percent (68%) of the students had GPA's of 2.5 and above, 17% of the students' GPA's were between 2.0 and 2.49 and only 12% were below 2.0. The participants in Project TEACH represented a committed and talented group of students. They achieved academically and participated enthusiastically in Project TEACH activities. They clearly represented a talented pool of potential teachers, that needed to be nurtured through the complex system of teacher education and employment.

Project TEACH participants progressed through the teacher education curricula successfully. They completed courses in a timely fashion and participated in education related internships. While paid internships, were not realized for Project TEACH, all Project TEACH students did participate in three education related internships, through the LaGuardia's cooperative education division. Additionally, students who began their college studies in basic skills coursework became ready to begin the pre-education courses as a result of the tutoring they received. A review of transcripts of Project TEACH participants indicated that 131 (52%) of the students began their studies in basic skills. At the end of the project 79 (61%) moved through the basic skills program successfully and began pre-education courses.

The proposed objectives projected that at least 60 students would successfully transfer to a four year teacher education program, however, only 45 students have successfully transferred. There were many reasons that students did not transfer to teacher education programs. During the three years of Project TEACH we "rediscovered" that community college students have different characteristics and needs than students who enter four year programs directly. The community college student is often older, works and attends school simultaneously, moves between full time and part time status, and is often a single parent. When the community college student attempts to transfer to a four year college, into a teacher education

program, his/her characteristics and needs do not fit with the demands of the teacher education program. Teacher education programs tend to be full-time, and often require more hours for (unpaid) field work and student teaching. These conditions placed immovable barriers for community college students' successful transfer. Characteristics and needs of community college students, the constraints of teacher education programs, and the inequities of transfer credit negatively influenced the transfer rate. While Project TEACH was not able to remove the institutional barriers to transfer, the transfer process was facilitated for students in Project TEACH. The students who did transfer from Project TEACH were able to maximize their credits and were able to adjust to the new environment.

F. Summary and Conclusions

Project TEACH developed a new point of entry into the teaching profession while identifying a new, and until now, overlooked population to become teachers, by developing and implementing a pre-education curriculum at the community college level and providing community college students with the supports they need to enter and complete this program and transfer to a teacher education program at the four year institution.

LaGuardia Community College was successful in identifying students in the community college who were interested in becoming teachers. A pre-education curriculum was developed at LaGuardia and it was articulated with Queens College Department of Education,. All students who participated in Project TEACH received academic and counseling support services, which include academic advisement, learning groups and career development experiences. Project TEACH also provided the support services necessary for students, with Associate degrees in pre-education, make a successful transition to a four-year teacher education program. Transfer counseling was provided to insure that community college students understood and planned for the transition to a four year institution.

Through Project TEACH, 212 community college students were recruited and actively pursued education towards a career in teaching. The students who participated in the project were successful academically, and serious and committed students. While only 45 students transferred to four year teacher education programs, the transfer process was facilitated for those students. Project TEACH

helped bring into focus the problems that affect transfer from a pre-education curriculum at the community college to the four year teacher education program; the mismatch of the characteristics and needs of community college students and the requirements of teacher education programs, as well as the inequities of transfer credit.

While Project TEACH was not successful in achieving institutional goals (i.e., community college pre-education major, paid internships, and equitable articulation agreements), learner centered goals were achieved. The students who participated in the project were successful academically and serious and committed students. They communicated that an important aspect of the program, was that there was an environment created through Project TEACH that was conducive to their career aspirations. Prior to Project TEACH there was no formal program for students to identify with, no program that helped students participate in pre-education experiential experiences. Those students who wanted to become teachers had difficulty wending their way through the academic teacher education process. Project TEACH was successful in bringing together; students with other students who have similar career goals, and faculty and staff from 2 and 4 year higher education institutions who were interested in identifying and assisting students achieve their stated career goals.

Project TEACH provided an important support network for those community college students who wanted to become teachers. Project TEACH identified a greater number of interested students than anticipated, a high percentage (72%) of minority representation, and high academic achievers. The students identified and supported through Project TEACH represented a cadre of people we need as future teachers. Prior to Project TEACH, many community college students did not identify themselves as future teachers and community colleges did not focus on the education of future teachers. Project TEACH participated in changing student and institutional perceptions. Both, students and the institution, were consciously and deliberately committed to the development of future teachers. LaGuardia's Project TEACH provided an excellent opportunity for students who want to become teachers, and want to start their education at the community college level.

The following conclusions can be drawn from the experience of Project TEACH.

• There are many talented students at the community college who are interested in becoming teachers. These students could benefit from the development of a pre-education curriculum and the creation of an atmosphere that supports their career aspirations.

• Academic and career development support systems are necessary to assist pre-education community college students in their pursuits. Early and accurate advisement intervention can facilitate the transfer process for community college students.

• Liaison relationships among pre-education programs at the community college and four year teacher education programs assist in facilitating the transfer process and the transitions from the community college program to the four year program.

• Liaison relationships among pre-education programs at the community college and four year teacher education programs need to be expanded so that pre-education curricula can be implemented and equitably articulated and joint registered programs developed.

• Four year teacher education programs need to become more flexible and diverse in their training programs in order to adapt to the needs of community college students. Failure of teacher education programs to adapt will result in the exclusion of many talented community college students from teacher education programs, and becoming teachers.